



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 226963

DfES Number:

INSPECTION DETAILS

Inspection Date	09/09/2003
Inspector Name	Judith Chinnery

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Blossoms Day Nursery
Setting Address	3-5 Stoneygate Road Stoneygate Leicester Leicestershire LE2 2AB

REGISTERED PROVIDER DETAILS

Name	Blossoms Limited 3899770
------	--------------------------

ORGANISATION DETAILS

Name	Blossoms Limited
Address	13 University Road Leicester Leicestershire LE1 7RA

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Blossom Day Nurseries have been operating since 1994, in the area of Stoneygate in the City of Leicester. It occupies two large detached houses with a joining enclosed garden.

Registered to provide care for 125 children between the ages of nought to eight years; of these not more than 45 children may under two years. Currently there are 22 funded three old and some funded four year olds. The registration also includes out of school care for children between the age of 3 years to 12 years. Children attend for variety of sessions. At present there is a small number of children with special educational needs and the staff are experienced in supporting children who speak English as an additional languages.

The provision opens five days a week all year around with exception of Bank holidays. Children can attend all day from 08:15 to 17:45 for a morning session from 08:15 to 13:00 or an afternoon session from 13:15 to 17:45.

Twenty two staff work with the children. There are 9 staff with early years qualification and 10 staff are working toward their qualification. The provision receives support from the teacher for the Early Years Development Childcare Partnership.

How good is the Day Care?

The nursery provides good quality of care for the children.

The Staff offer a warm and welcoming and well maintained environment where children feel secure and happy. Staff work well together as a team ensuring that they adhere to the policies and procedure of the nursery. Staff give high priority to ensuring that children are safe both inside and outside the nursery.

Staff maintain and encourage children to practice good hygiene standards. Staff are aware of the children's individual needs and support them accordingly.

Children have plenty of opportunity to play with a wide range of free play and adult led activities. The nursery has good, wide and varied selection of toys and resources for each age group of children and each area of development. Staff spend appropriate time playing and talking with the children. There is a consistent routine for eating, sleeping and playing. There is a good selection of resources that promote positive images of people with differing needs, culture and ethnicity. There is a clear and consistent approach to behaviour management. Staff frequently uses positive praise and encouragement.

Staff work in partnership with parents who receive a range of information about their child and the provision. Most aspects of documentation is good with some minor amendments needed.

What has improved since the last inspection?

At the last inspection the nursery agreed to ensure that the written complaints procedure includes the address and telephone of the regulator, the nursery has included Ofsted telephone number and address in their operation plan and the welcome letter that parents receive. To ensure that the medication policy is reviewed and brought into line with Ofsted standard and parents are informed of the changes. The nursery has reviewed their medication procedure, but have not consider confidentiality when recording a recommendation from this inspection.

What is being done well?

- Staff work as an effective team ensuring that children are involved in a wide range of activities, by spending time playing and talking with the children.
- Children are well behaved and aware of the boundaries through clear guidance and praises from staff.
- The nursery has a good and varied range of resources for each age group of children and their development.
- Staff and parents have a good relationship ensuring that they exchange information about the children daily.

What needs to be improved?

- the documentation to include a policy on lost and uncollected children;
- devise and implement a procedure for recording incidents involving physical intervention which is understood by staff and parents;
- review the procedure for recording medication and accidents and to obtain written consent from parents to seek emergency medical advice or treatment.
- review the behaviour statement to include bullying.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
7	request written permission from parents for seeking emergency medical advice or treatment
7	review the procedure for recording accidents and medication
11	devise and implement a system to record any incident of physical restraint
11	review policy on behaviour and sanctions to include bullying
14	Develop and implement a procedure to be followed in the event that a child is lost or not collected.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Children are making very good progress towards the early learning goals.

Staff have a sound knowledge of the stepping stones and use this to plan effectively across the six areas of learning. Plans appropriately identify the intended learning, how children will be grouped and the resources needed. Children are observed regularly and appropriate targets are set, although they don't always use them effectively in their planning of the next activities. Good opportunities exist to encourage children to think and demonstrate what they know and understand particularly during circle time. Most methods used to teach children are effective, although some more formal activities are too long for some less able children. There are effective arrangements in place to support children with special educational needs and who speak English as an additional language. The high expectations and clear boundaries set by the staff encourage the children to behave well. Accommodation and resources are used particularly well to support children's learning. Staff work directly with the children for much of the time in a well organised and inviting environment.

The setting benefits significantly from a well led staff team. They have developed effective systems to assess the strengths and weaknesses of the staff and make good use of the support offered by the teacher mentor from the Early Years Development and Childcare Partnership to identify areas for future development. The educational provision is regularly and effectively evaluated and used again to identify areas to develop. The staff are very committed to improving the care and education for all children.

Parents are provided with good quality, useful information about the setting. They are kept well informed about their children's progress both verbally and through regular parent evenings, when they are encouraged to share what they know about their child. Parents are effectively involved in their children's learning.

What is being done well?

- Children's interest in number is promoted well. staff use a variety of opportunities to encourage children to use numbers.
- Partnership with parents is promoted positively with effective ways to involve parents in their children's learning.
- Accommodation and resources are used particularly well to support children's learning.

What needs to be improved?

- using targets set for individual children in planning;
- the organisation of groups and the length of time of activities to meet the needs of all children.

What has improved since the last inspection?

At the last inspection the setting was asked to improve the identification of children with differing abilities and to use the information in planning. They were also asked to improve the balance of child initiated activities. Since the last inspection the setting has made good progress in implementing their action plan. They now identify individual targets for children's development and work with the children in ability groups, although they do not always use these targets effectively in planning. There is now a good balance of child initiated activities and adult led activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are well settled, showing curiosity and selecting resources independently. They separate confidently from their main carer and talk freely about their home and community. Children have formed good relationships with peers and adults. Their behaviour is exemplary, they are beginning to show an awareness of expectations and boundaries. Children are developing good self care skills and manage most simple tasks, taking care of their own needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently in the group, to their peers and to adults. They use simple statements and gestures to communicate meaning, while some older children initiate conversations. The children really enjoy rhyming songs and poems and are beginning to distinguish one sound from another. Children listen well to stories recalling simple events. Most children give meaning to their drawings, while some of the older children are able to form some recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are very interested in numbers. They can count confidently up to ten. Some older more able children are able to represent numbers with their fingers. Children are beginning to show an interest in very simple maths problems, they are able to compare two groups and say when they have the same number. Children explore shapes well, they are interested in them and can fit them together.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are curious and like to explore objects on the interest table saying which are real and which are not. Children are good at joining construction pieces together to build and balance, they use tools such as scissors purposefully. Children are interested in technology, they make good use of the computers. Children are good at talking about and remembering significant events such as family birthdays. They are interested in the world around them, enjoying visits from a nurse and others.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and freely around the room, they can stop and avoid objects and other children when running, negotiating skilful pathways. They demonstrate good control over their bodies using climbing equipment well. Children are beginning to show an awareness of a range of healthy practices and can take care of their own needs. Children operate large equipment well using a range of skills such as pulling, pushing and steering. They can use one handed tools such as scissors safely.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children are getting to know different colours well, they also enjoy exploring different textures on the interest table and can make three dimensional models. The children really enjoy joining in with dancing and ring games. They use their imagination well and can pretend that one object represents another. Children are interested in what they can see, hear, smell, touch and feel and use body language appropriately to indicate satisfaction or frustration.</p>	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Points to consider:
- Continue to develop and use individual targets set for children in planning.
- Ensure that the organisation of groups and the length of time for activities meets the needs of all children.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.